Emotional Intelligence and its Relationship to Self-disclosure among Mut'ah University Students

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Abstract

This study aimed to examine the association between emotional intelligence and the frequency of students' disclosure of personal information of the Mut'ah University. The sample of research consisted of students who took the first semester of Mut'ah University in 2021-2022 school year with the number of 220 students, 131 of them were male and 89 were female. The research team applied correlational description to the research to investigate correlations between scores on the emotional intelligence and self-disclosure scales, and they used accessible sampling to select sample subjects. The individuals who were a part of the study revealed a moderate amount of information where the least amount of data was related to their physical appearance with a score of 3.55 and the most was related to their social lives with a score of 3.74. The average readings that were recorded were in the vicinity of the 3.74 area. With an overall EI score of 3.75 and an emotion management score of 4.19, results of emotional intelligence (EI) assessments showed promising improvement. Studies showed, repeatedly, that women were higher in level of emotional intelligence and better in terms of disclosing personal information. The results showed that compared to the other students, the students who were in their last year of school and females were more forthcoming with personal information. There was a significant gender gap in the emotional intelligence test scores, where the women performed better than the males. Because there is a favorable correlation between self-disclosure and emotional development, students who are not afraid to talk about their feelings with others have greater levels of emotional intelligence.

Keywords: *Emotional Intelligence, Self-Disclosure, Mut'ah University Students.*

Introduction

The college student is ever on the lookout for circumstances that will help him or her to feel secure, emotionally stable, and fulfilled. Equally important is the fact that no college student can be successful in balancing his inner and outer lives if he does not. Due to this it is essential for students to know their own strengths, interests and weaknesses.

The student and his character in all its aspects—physical, psychological, social, and intellectual—are the center of attention for the purpose of future planning and development of a healthier, more self-aware, and psychologically resilient generation. Being in constant contact with his environment in terms of the social, scientific and practical factors which give their personality is, thus, necessary for the university student. Personality development is one of the main aspects of preparing students to deal with several types of life problems (Bani Melhem & Tawalbeh, 2020).

Even if they do not know how to handle self-governance, university students are resolute in pursuing their goals. Students can take benefit from the nursing staff's attention to their psychological, social and educational requirements as they attempt to gain situational self-management abilities (Bro & Ruby, 2016). In the last few years, emotional intelligence has attracted much attention from the various academic disciplines including educational psychology. A number of publications commenting on the theoretical and practical issues surrounding this idea appeared right after it debuted. According to Abu Al-Nasr, in order for people to reach a state of getting personal fulfilment, they should develop this important intellect (2008). An individual's level of emotional intelligence is synonymous with the level of life satisfaction, mental health and interpersonal connections that the individual enjoys (Stys & Brown, 2004).

There are two sides to the coin of disclosure of self: on one hand, this can be a powerful tool for emotional release and growth when it is used appropriately (i.e. without going overboard), and, on the other, it can

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cause some hurt if the student does not know when to be vulnerable and who to confide in, or he shares too much personal information with too many people. So, the aim of this study was to determine the link between two factors that are success or failure; the openness to self-disclosure and emotional intelligence and the extent to which he or she gives or doesn't do.

According to Kreiner and LeviBelz (2019), self-disclosure is the process of sharing one's innermost ideas, feelings and experiences. Quick revelation is a pretty good indication about the character of the person. Being on guard as you progress through these conversations will minimize the amount of information you disclose about yourself. The journey to getting clean starts with general sweeping statements and progresses into the more specific information. The need to exchange information between the involved parties make this transaction to be a two-way process. The depth of knowledge that a couple shares increases with time, and they eventually reach intimate levels, thus strengthening their bond (Cherry, 2023).

More general and overarching information may be the beginning of self-disclosure for many. For information to be exchanged between the two parties involved in the process of communication the process must function. The extent to which personal information is exchanged increases with time and this promotes a stronger bond between the people (Di Lorenzo, 2019).

The Problem of the Study

Everyone agrees that college is a turning point in life of a person. On college campuses, students build relationships with others (individually and in groups), and they learn new skills in a wide range of goals, approaches, and perspectives.

There is a time of transition for the student. He left the general secondary to provide a more challenging and interactive setting. University life exposes students to many changes, including psychological and social changes that help them meet their needs and realize their dreams (AlZyoud, 2005). However, students are also not distant from experiencing difficult life events, disputes, and challenging conditions.

There is a shortage on one hand of those who are very forthcoming with their personal information and, on the other hand, those who have the necessary expertise to use this approach to reap the benefits and gain emotional stability. Since today's college students face a larger range of psychological and social issues than their parent's generation did, this is an area that requires further investigation. Practically, no published papers, addressing both variables, could be found by the researcher. Because of the direct impact on the practices in student counselling and the climate of schools, this research aims to comprehend the vital link between the two. The two research variables that had to be researched immediately were "self-disclosure" and "emotional intelligence." Individuals are able to freely and honestly reveal their thoughts, feelings, and ideas in a context of secure human and social connections. Emotions and the effect on introspection is inevitably brought over to this sequence.

The Study Questions

The following questions were addressed in this investigation:

1. How much personal information do you think that the students of Mu'tah University tell?

2. How High is the EQ of Mu'tah University College Student Body?

3. Has the statistical analysis indicated a significant difference in the degree of self-disclosure among Mu'tah University students (alpha = 0.05) depending on gender and academic year of study?

4. Do gender and academic year significantly influence the emotional maturity levels of Mu'tah University students?

5. Is there an association between emotional intelligence and self disclosure of students at Mu'tah University with a statistically significant level (a = 0.05)?

Importance of the Study

The discovery is profoundly significant both theoretically and practically. This study provides theoretical foundations for two emerging characteristics in the Arab Library—emotional intelligence and self-

disclosure—through its contemporaneous analysis, which considerably enhances modern psychology. University youth care facility staff and management should identify optimal methods for achieving emotional equilibrium through future applications of this methodology. The research indicates that two scales may be employed in future studies on the subject.

Researchers interested in the study topic can use the two measurement tools provided in the research to further their researches. The findings offer a good foundation for further studies on the effectiveness of psychological counselling programs that focus on developing emotional intelligence and the ability to introspect.

College students who are open and honest with one another exhibit characteristics of mental health since these behaviours lead to emotional stability and forestall many forms of psychological maladjustment.

Study Aims
1. Evaluating the extent of self-disclosure among students in the Faculty of Education at Mu'tah University.

2. Second, a report of the emotional intelligence levels of Mu'tah University teaching faculty.

3. Looking into ability and direction of relationship between the emotional intelligence and transparency among student majors in teacher education at Mut'ah University.

Terminological and Procedural Definitions
Self-disclosure: the private information of oneself to another is a process known as self-disclosure. In the current study, it is defined as the student's degree of the scale of self-disclosure.

 Behavioral and interpersonal competences: as well as intrapersonal abilities are what constitute emotional intelligence, according to Bar-On (2000). Using the scale employed in the present study we can determine how emotionally intelligent the students are.

Limitations
The sample was made up of students who followed Mutah University's College of Education during the autumn of 2021. Another factor which determined the course of the study was the reliability and validity of the two measures used.

Previous Studies
In order to find the publications relevant to the subject of the current study, the search conducted by the researcher is by combing the educational literature. Ubago-Jimenez et al. (2024) came to answer the question, "How do emotional intelligence and academic self-concept of students affect their academic performance?" by studying the dependence upon this relationship. All of the factors that were considered showed that there was difference between the sexes. Compared to men's advantages in emotional healing and clarity, women excelled in emotional attention, academic self-concept and performance. The results show that training programs at universities should have a psychosocial factor.

In order to gain better understanding of the relationship of the emotional intelligence of adolescent girls with their human value adherence, Hoyos-Cifuentes et al (2024) conducted research to analyze their social media content creation and sharing behaviors. A total of 491 females aged from eighteen to eighty-one were studied from Colombia and Peru using descriptive and exploratory statistics. The students were third grade up to 11th grade. After removing TikTok and Instagram from the equation, we didn't find any statistically significant correlation between types of selected network and EQ management levels. The results of the study showed that the value experiences of adolescent girls had nothing to do with the social media site that they used. Results for Attention and Content did not show age group or educational difference but the Repair Values and Clarity did. One would do well to pay close attention to the results of the ways in which females utilize social media, regulate their emotional skills, and put in practice human values.

Baneen et al. (2024) examine the complex interplay between college students' emotional regulation strategies, their experiences as victims of cyber harassment.   The researchers investigated college students'

experiences of victimization from cybercrime and the strategies utilized to regulate their emotions. This was accomplished by use of necessary random sampling in a quantitative correlational study. Cyber victimization is more common in college students who disclose personally identifiable information, according to the research. By taking demographic variables, most significant - gender, education level, and age, two hundred and one college students were randomly selected to participate in this study. Research indicates that being understanding helps to make people less vulnerable to cyberbullying and cybervictimization of other sorts. The three measures of the study included the Cyber Victimization scale, the Emotional Regulation scale, and the Self-Disclosure Questionnaire (Riaz and Hassan, 2018). We have used the statistical software of SPSS 25 for the statistical analysis. Results which consider the limitations and consequences of the study will be useful for future research.

Bouhafa et al. (2023) utilized structural equation modelling (SEM) to analyze the responses of 208 students in the Freshman Research Immersion program to their instructors' revelations of personal behaviors and emotional involvement. Several aspects of teachers' self-disclosure were found to have notable and significant correlations with their students' participation in class, the research showed. Students in STEM disciplines are concerned that the impression that their teachers given by revealing too much about themselves may have a negative impact on their emotional development and performance in the classroom. While illustrating appropriate instructor self-disclosure methods, this research does have some concrete suggestions for how to better engage undergraduate students in the STEM classroom.

Aldahadha (2023) examine the potential statistical differences in the level of happiness and wellbeing due to using mindfulness, and self-disclosure as well as their strength in terms of predicting happiness and wellbeing. Four hundred and eighty-six people took part in the study by submitting information using email and social media. While there were substantial associations between mindfulness and wellness and happiness and well-being the relationships between self-disclosure and mindful action were weak ($r = 0.16$). According to statistical research, the differences between happy and sad people can be explained at four types of value: awareness, self-disclosure, description, and acceptance without judgement. These values were confirmed by statistical analysis. Similarly, value of self-disclosure, along with observation and description is able to distinguish the healthy from the unhealthy ones. Female participants had better scores than the male as well as the female participants on the mindfulness prediction factors of happiness and well-being. The findings showed that the self-disclosure led to varying average results depending on whether the subject was female, happy or healthy. According to the regression analysis of the study, mindfulness summed to 59% of the variance in happiness and 48% of variance in well-being while self-disclosure had negligible effect on variance: 12% and 15% of correlation, respectively.

Research conducted by Bani Melhem and Al-Tawalbeh in 2020 was aimed at establishing a correlation between the level of problem-solving ability of the students being mentored, their self-efficacy, and the amount of personal information they revealed. This study was done in the province of Madaba Governorate. A total of 216 male and female undergraduates who participated in public universities in science and literature programs were recruited in this study. In the results of the research, people performed self-disclosure at a moderate level. The problem-solving skills of the participants were revealed to be related to the level of self-disclosure and self-confidence in the overall score.

A study by Al-Shatti (2020), titled "A Comparison Study Between Outstanding and Ordinary Students," evaluated the influence of students' empathy abilities on classroom performance inside Kuwaiti higher education. Of the sixty students enrolled in the Faculty of Arts at Kuwait University, thirty were classified as "outstanding" and the other thirty as "ordinary." The sample participants, with a mean age of twenty, varied from twenty to twenty-one years old and older. Rasha Abdel-Fattah El-Dedy devised and standardized the emotional intelligence scale included in the study (2003). Significant relationships existed between the emotional intelligence sub score, total score, and the assessment of first-year students' academic performance, encompassing both average and top achievements.

Disparities favour children with high academic achievement, accompanied by statistically significant variation between the aspects of the scale and the overall score. The research demonstrated that self-motivation, the singular trait of emotional intelligence, forecasted the academic achievement of both high and low performing students in their inaugural year of college.

The purpose in study by Al-Mahdawi and Al-Taei (2015) was to identify gender and significant differences in student's self-disclosure and create and analyze the measures of this variable. The main purpose of this

study was to help fill in some gaps of our understanding of what motivates the students to actually open up in class. There was random selection of 677 male and female students from University of Diyala to participate in this study. To achieve the aims of the research, the study researchers developed a self-disclosure scale following the idea proposed by Altman and Taylor. The results revealed that the levels of self-disclosure of college students were modest.

When compared to men, the females were more likely to provide sensitive information. There were no correlations present between the data collected on self-disclosure and fields of study under particular work in the research. 2 and seven were more likely to disclose information about themselves than those in other major fields of study. When looking at the correlation between gender and degree of specialization there were significant variations, the self-disclosure tests showed.

Among the college students, Cazan and Nastasa (2015) attempted to find out if there were any correlations between EQ, burnout and happiness. A total of 91 undergraduates both male and female participated in the study. Emotional intelligence, burnout and life satisfaction were measured by questionnaires completed by study participants. According to the studies, college students are more likely to report lower levels of life satisfaction when suffering from burnout and with a higher level of exhibiting emotional intelligence. Burnout mediates between emotional quotient and life satisfaction is shown in the study.

The main purpose of the study, according to Ghaith and Al-Halh (2014), was to identify the students' emotional intelligence at Hashemite University. The study aimed to determine the association between emotional intelligence, academic achievement, gender, and academic discipline. A total of 500 male and female students from Hashemite University participated in the survey. Everyone who participated was a second-year student at Hashemite University, in 2010-2011 school year. Participants were chosen at opportune periods employing sampling. Researchers used a customized form of emotional intelligence that they created to conduct their experiment. Results showed that the students at Hashemite University had high level of emotional quotient. No statistically significant differences were seen between the emotional intelligence scores of male and female pupils. In evaluations of social awareness and social skills undertaken during the study period, male students exhibited lower performance relative to their female counterparts.

In terms of the study's results, there were no statistically significant differences in the emotional intelligence levels of students in different disciplines. There were considerable differences in mean emotional intelligence scores for the whole group and within certain domains such as motivation and self-regulation and this variation in scores was explained by academic achievement. There were some of the subjects where pupils who got "excellent" rated a better job than those who got "acceptable" rated.

Methodology
Study Approach
The research utilized a descriptive correlational methodology, deemed most suitable for the topic at hand. To utilize this approach for clarifying and evaluating a phenomenon, one must comprehend the relationships among the variables.

Study Population and Sample
The investigation covered all students who were attending the Mutah University, School of Education. A total of 220 students, including 131 males and 89 females were randomly selected from the first semester in the 2021/2022 semester at Mutah University to participate in this study. The first table is a clear indication of this.

Table 1: Sample Participants Distribution According to Study Variables

Variables	level	Number	The ratio
Gender	Male	89	40.5%
	Female	131	59.5%
Year	The second year	103	46.8%
	The third year	117	53.2%
Total		220	100%

The Study tools
Initially: The Spectrum of Self-Disclosure
The researcher constructed the instrument following a scan of pertinent theoretical literature and prior studies, in addition to assessing other scales.

Metrics of Internal Consistency Validity
A community-based exploratory sample of thirty male and female students were used to test the internal consistency validity metrics of the self-disclosure scale. This sample was differentiated from the study sample. The markers of internal consistency validity were derived from a robust correlation between the paragraph and the overall score of the self-disclosure scale, calculated using the Pearson correlation coefficient. No paragraphs with correlation coefficients between 0.36 and 0.66 for paragraph and total scores were deleted. The values demonstrate the reliability of the self-disclosure scale, as they exceed 0.25 and are statistically significant at the 0.05 level (Odeh, 2010).

Reliability of the Scale
Using a test-retest technique, thirty male and female students from a separate community-based sample were given the self-disclosure measure to determine its reliability. Two weeks later, researchers reevaluated the data and found a Pearson's correlation coefficient of 0.87 based on repeated estimations. This study's requirements were satisfied by the dependability coefficient of 0.82, which was obtained by computing the alpha coefficient from the Cronbach reliability scale.

Revised Self-Disclosure Scale
The feedback were mostly positive, so we decided to use a five-point Likert scale to standardize how we disclose personal information. When using the scale, a score of one means "never" and a score of five means "always." On the grading scale, low grades range from 1.00 to 2.33 and medium grades from 2.34 to 3.67, while high grades range from 3.68 to 5.00.

Study Application Procedures
The methods that were employed to achieve the objectives of the study were as follows:
-   A literature review of theoretical scholarship and studies that are relevant as well as scales was conducted.
-   A Ahead of developing the digital version, the researcher used scientific methods to design the initial study scales and analyzed the reliability and validity of scales. In this version, a sample of 30 students (15 males and 15 females) was taken as a sample.
-   The researcher used emails dispatched by the College of Education Deanship to give the first participants the links to the research scale.

-    Upon statistical processing of data, the researcher is in a position to reach conclusions and give suggestions.

Second: The Emotional Intelligence Assessment

Using three dimensions—emotional regulation, empathy, and social communication skills—Al-Olwan (2010) developed an assessment to gauge pupils' emotional intelligence.
The Importance of the Emotional Intelligence Scale's Validity

A cohort of ten arbitrators was supplied with the emotional intelligence scale, comprising its original 41 items, to ascertain its compliance with face validity criteria and to delineate its domains. The recommendations of the arbitrators received approval from 80% of them.
Metrics of Internal Consistency Legitimacy

Signs of Harmony Within   A non-study group of thirty undergraduate males and females from Mutah University were used to calculate the correlation coefficient between the scale items and the overall score,

which was used to determine the validity. An extensive evaluation of the emotional intelligence test's psychometric validity was carried out, with item-to-item, item-to-scale, and domain-to-scale correlation coefficients of 0.33, 0.36, and 0.567, respectively, and an overall correlation of 0.802.

The Importance of the Reliability of the Emotional Intelligence Scale

There were two ways that the reliability coefficients of the present research tool were calculated. The first approach, called the Test-Retest, included giving the test to 30 students (mixed genders) who weren't part of the study and then giving them the same test again two weeks later. Between the two estimates, the Pearson correlation coefficient was 0.90, with a range of 0.77 to 0.89. The second approach used Cronbach's alpha coefficients, which varied between 0.64 and 0.82, to find the scale's internal consistency values. With a total score of 0.89, the scale can be considered credible.

Study Variables
First, the independent variables have two levels, that is, gender (male and female) and academic year (second or third year and above).
Part two concentrates on the emotional intelligence and self-disclosure of the students in the Mutah University which are dependent variables.

Statistical Processing
Standard deviations and mathematical means were calculated to answer the first two questions. To solve problem three, problem four, and question five, we made use of three-way analysis of variance (ANOVA) and Pearson correlation coefficient, respectively.

Study Results

Answers to the first question: How open are Mut'ah University students about themselves?
The researcher examined the extent of self-disclosure among Mut'ah University students to address this inquiry. The results of the means and standard deviations are presented in Table 2.

Table 2: Means and SDs of Degrees of Self-Disclosure of Nursing Student in Mutah University. Students

Rank	Number	Dimensions	Arithmetic mean	standard deviation	Level
1	5	Social aspect	3.74	1.123	**High**
2	4	Behavioral aspect	3.62	1.166	**Moderate**
3	3	Emotional aspect	3.60	1.144	**Moderate**
4	6	Economic aspect	3.59	1.140	**Moderate**
5	2	Cognitive aspect	3.57	1.230	**Moderate**
6	1	Physical aspect	3.55	1.186	**Moderate**

The researcher discovered that the levels of self-disclosure that were stated by the participants were of the middle status, with the average measure being 3.74. This is the reason why the researcher views that the average level of self-disclosure is medium. Inability to provide personal information and to engage in positive conversation is the premise upon which one can build pleasurable and close relationships with the student. The fact that one has to go through this process in order to enjoy deep closeness makes self-disclosure a basic social skill and entrenches itself as an essential interpersonal ability to human beings. Self-disclosure forms the basis of interpersonal communication. Owing to their social imperative, human beings will always tend to find meaningful relationships founded on trust and openness. The reason is that in its inception, society became a critical necessity to the survival of humankind since they were created. The large size of this university, and diversified student bodies, offers the students of this university numerous chances of getting into a huge range of relationship. College students are aware of what they are supposed

to be doing and what they are not and they all know what others want of them. People know that it is not enough to talk because it is a conscious pattern, that is, to open up oneself. One of them is self-disclosure, which when employed in moderation has several social and psychological implications that make people feel less isolated, remove emotional obstacles, and raise their self-esteem, other-acceptance as well as adaptation to the new circumstances.

Results pertaining to the second question: What is the level of emotional intelligence among students at Mut'ah University?

A statistical investigation of emotional intelligence levels among students at Mut'ah University was performed, with the findings displayed in Table (3).

Table 3: Results on the degree of Emotional Intelligence at Mut Ah University, encompassing averages and standard deviations

Rank	Number	Dimensions	Arithmetic mean	standard deviation	Level
1	4	Emotional knowledge	3.12	0.853	High
2	1	Regulation Emotional	4...	0.7.0	High
3	3	Empathy	0.7.	0...7	High
4	2	Social communication	0...	0.6..	High
Total			**56.3**	**86..0**	High

Even though males have been rated at lower on emotional intelligence than females, students are acting based on their emotional state, feelings, and unplanned responses. Due to how their experiences have influenced their emotional intelligence, females are more controlled over these areas of their emotions. The researcher explains the results as the result of high standards and regulations of the female social context that stimulates women to develop emotional stability and intelligence to avoid issues in society. The maturity of feelings, self-control and self-aware is characteristic of the Jordanian society, which females are brought to cultivate through longer duration of family dependence than the males. Women in the Arab societies are expected to maintain social relationships over men who are supposed to serve the social interaction duties.

Findings of the third investigation: Are there statistically significant variations (α=0.05) in self-disclosure levels among Mut'ah University students according to gender and academic year variables?

This study delineates the mean and standard deviation of self-disclosure among students at Mutah University, classified by gender and academic year, as illustrated in Table 4.

Table 4: Calculated Means and Standard Deviations of Self-Disclosure Levels Among Mut'ah University Students by Academic Year and Gender

Variables	level	arithmetic means	standard deviations
Gender	male	3.32	0.621
	female	3.89	0.662
Year	Second year and above	3.43	0.653
	Three years and above	3.79	0.655
Total		3.61	0.759

Table 4 illustrates that the mean and standard deviations of self-disclosure levels among Mutah University students vary according to gender and academic year groups to some extent. Table 5 presents the outcomes of a three-way analysis of variance, employed to illustrate the existence of statistically significant variations among the means.

Table 5: Examining the Degree of Self-Disclosure Among Mut'ah University Students by Gender and Academic Year Through Triple Variance Analysis

Source	Sum of squared	df	Average	F	Sig
Gender	3.116	1	3.115	6.008	.000*
Year	2.576	1	2.575	5.219	.003*
Error	107.122	217	.496		
Total	3897.212	220			
Modified	112.66	219			

The statistical effect of gender was statistically significant, and its findings favor the women as seen in Table 5. The author of the study thinks that this observation is as a result of women being hardwired to confide all their inner feelings and thoughts. The other potential reason behind this outcome is that the Jordanian rearing process of raising girls assumes continual contact, returning, and reassuring them. You can reduce emotional and mental pressures that you might be experiencing by doing an opening up of yourself. Despite the fact that men are more likely to be emotionally stable and independent than women, the aspects of vulnerability are considered as a betrayal of masculinity, which is loaded to most men in our Arab society especially the Jordanians. Consequently, they are very cautious of displaying their weaknesses within the place of employment because of the fear of being chastised or undermined; when he does express, he will be more superficial and less profound. Thus, in contrast to other studies, females tend to disclose themselves more than males

As the study revealed, the third-year pupils and their senior counterparts had significant dissimilarities that guided them through the entire span of their studies in terms of their academic life. This argument is based on the course content provided by humanities divisions, which explores the psychology of education, the social interaction principles along with the environmental affiliation, particularly, over the past few years.

The researcher found that students in the humanities degree have more time to study, which helps them develop a sense of identity. Students learn the value of adaptability and the need of not becoming stuck in a rut through this method of teaching. Results from the study differ from those in.

Results of the fourth inquiry: Do gender and academic year result in statistically significant variations in emotional intelligence at the 0.05 significance level? The research problem was investigated by calculating the means and standard deviations of the emotional intelligence scale and its subscales utilizing the study's data. The information is presented in Table 6.

Table 6: The Relationship Between Emotional Intelligence Scale Domain Arithmetic Means and Standard Deviations Based on the Research Forms

Variables	level	arithmetic means	standard deviations
Gender	male	3.48	0.771
	female	4.02	0.650
Year	Second year and above	3.52	0.757
	Three years and above	3.97	0.705
Total		3.75	0.668

Table (6) indicates that the emotional intelligence of Mustah University students is at a moderate level. Moreover, it seems that gender and academic year significantly affect the mathematical averages of the responses from the sample participants about their emotional intelligence levels. Table 7 presents the

results of a Two-Way ANOVA test, which revealed statistically significant alterations in the numerical means.

Table 7: The Domains of the Emotional Intelligence Scale Examined via Three-Way Analysis of Variance (Two-Way ANOVA) Regarding the Factors

Source	Sum of square	df	Mean	F	Sig
Gender	4.092	1	4.092	6.7.6	000
Academic year	2.409	1	2.409	4.003	.048
Error	130.547	217	.603		
Total	3823.001	220			
Modified	136.996	219			

Table 7 indicates that the average emotional intelligence score between girls and boys in Mutah University is different with a statistically significant gender difference. Since the ability to control the emotional response to negative events and the awareness of the potentially detrimental effects of irrational behavior is the crucial aspect of the study, the students will be obligated to attend both the in-class and extracurricular counselling and guidance sessions. The author of the study says that the emotional stability and the ability of the students to continue focusing is influenced considerably due to technological advancements. The research findings about the emotional intelligence skills possessed by students can be positive given that students will continue to struggle in the presence of both social challenges and academic challenges

Findings of the fifth question: H 0 Does self-disclosure have statistically significant correlation with emotional maturity (a = 0.05) among students of Mutah University? The answer to this question can be answered using Table (8), indicating the findings of computing Pearson correlation coefficient between affective maturity and self-disclosure among the students in the Mut'ah University.

Table 8. An emotional maturity and self-disclosure correlation was established between the students of the Muthah University.

Demotions		Emotional knowledge	Regulation Emotional	Empath	Social communication	Total emotional Total
Social dimension	Pearson Correlation Sig.	.562** .000	.498* .011	.601** .000	.622** .000	.719** .000
behavioral dimension	Pearson Correlation Sig.	.488* .044	603**. 000.	501**. 000.	495**. 000.	709**. 000.
emotional dimension	Pearson Correlation Sig.	.562** 004.	512**. 000.	625** 000.	555**. 000.	555. 000.
Economic dimension	Pearson Correlation Sig.	562**. 007.	511**. 000.	545**. 000.	577**. 000.	662**. 000.

Cognitive dimension	Pearson Correlation Sig.	500**. 009.	439*. 044.	502**. 00000.	523**. 000.	672**. 000.
physical dimension	Pearson Correlation Sig.	526**. 000.	478*. 032.	513**. 000.	541**. 000.	650**. 000.
Total	Pearson Correlation Sig.	558**. 001.	599**. 000.	528**. 000.	566**. 000.	797**. 0000.

* *Statistically significant at the level of significance (0.05).*
***Statistically significant at the level of significance (0.01).*

Table 8 demonstrates that there is a good, but statistically significant result of the correlation between the willingness of the students of the Mutah University to volunteer personal data. In that regard, our emotional intelligence is significant, and the outcomes can be attributed to the fact that self-disclosure is a handy approach to diminishing unwanted feelings. Individuals tend to be less prone to the occurrence of several mental complications when they share their emotions with others on a habitual basis. Disclosing the deepest emotions and thoughts make relationships stronger and enable individuals to evaluate the correctness of their behavior by the feedback of other people nearby. By doing this, the personality attributes of individuals would be made emotionally strong.

The author of the study owes these findings to EQ and self-disclosure since a combination of the two allows an emotional harmony to be achieved due to self-and social-acceptance which translated to inner peace, future-planning, cooperation and problem-solving capabilities. An individual that does not lose his or her feeling on the ground is most likely to be successful, tough during tough times and be emotionally stable in his or her relationships.

Discussion of the Results

University of Mut'ah students' disclosures

On average, students at Mut'ah University scored 3.74 on the social disclosure scale and 3.55 on the physical disclosure scale, which is consistent with the norm for self-disclosure. Bani Melhem and AlTawalbeh (2020) found that students of Madaba Governorate disclosed moderate amounts of personal information, which is in line with the results of this study. Students at Diyala University are moderately likely to divulge private information, according to studies conducted by Al-Mahdawi and Al-Taie (2015). Cultural influences or students' inherent propensity for disclosure may elucidate the similar patterns of self-disclosure observed among college students. Al-Jubouri and Ali (2016) found that students at the University of Babylon shown a heightened inclination to provide personal information; nevertheless, their results contradict this claim. This may signify the cultural and normative differences among student groups on campus.

Emotional Intelligence (EI) Test for Mut'ah University Students

Due to the participants' exceptional abilities in controlling their emotions (mean of 4.19), the study's results demonstrated high levels of emotional intelligence. Results showed a correlation between pupils' emotional intelligence and higher exam scores (Ubago-Jimenez et al., 2024). Students' academic performance may be greatly improved if schools included emotional intelligence (EI) training in their curriculum. This is because research has shown that EI is a significant indicator of academic achievement.

Emotional Intelligence Differences Caused by Differences in Gender and Year in School

Emotional intelligence is another area where the study revealed significant gender differences, with women generally scoring higher. When compared to men, women have superior emotional perception and are more empathic, according to generalized studies on psychological awareness. Aldahadha found that women tended to have higher inclinations of emotional intelligence features, such as emotional well-being and mindfulness, in their 2023 study.

Self-Disclosure as a Path to Emotional Maturity

The results show that self-disclosure is positively correlated with emotional maturity and that developing more sophisticated techniques of self-disclosure leads to increased emotional intelligence. Students with greater emotional intelligence test scores also tend to have higher levels of self-efficacy, according to other research (e.g., Noura and Waheeda, 2019). Personal growth and improved social relevance are both made possible through open and honest self-disclosure.

Results that are in line with previous studies and take into account contextual and cultural variables show how emotional intelligence affects the disclosure attitude of personal information among Mut'ah University students. In a setting that encourages kids to grow intellectually and personally, their emotional and social growth can flourish.

Recommendations

In light of their desired outcomes, the current study's authors suggest the following actions:

The group should run training programs showing how important it is to be emotionally mature and open-hearted to oneself in order to help Jordanian colleges.

University curricula in Jordan should incorporate group sessions that teach students negative coping mechanisms for stressful emotions.

Additional investigation into the connections between emotional intelligence, self-disclosure, and other psychological aspects is warranted.

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